

# Sec. ELA Competency 1: Talk

	Cycle One	Cycle Two
Level 5	<p>Uses specialized language with precision pertinent to purpose and audience. Enhances the effectiveness of the communication with queries and comments. Intentionally varies volume, intonation, body language and so on, to increase interest. Adjusts register in consideration of audience. Adopts various stances (interpretation) and/or roles when necessary. Explores and defends various viewpoints. Employs a variety of strategies to disagree constructively and cordially in discussions. Leads a group project using effective strategies, such as taking notes, extending verbal exchanges, clarifying what was said, and so on. Takes action on feedback for improvement of talk texts and to encourage and elevate group thinking. Critiques own performance with a goal for improvement.</p>	<p>Considers audience and uses appropriate register as needed. Assumes various stances, points of view and/or roles when necessary. Extends ideas through talk by active listening in shared conversations. Promotes purposeful and constructive direction for talk by encouraging participants or by offering feedback. Uses specialized language in a variety of situations. Engages in inquiry to probe, question and provoke thought while working on group projects. Examines and justifies sources to ensure reliability. Justifies stance and position by defending interpretation or production decisions. Employs a variety of strategies to disagree constructively. Reflects insightfully on own learning and progress and sets attainable goals during conferences.</p>
Level 4	<p>Uses appropriate language to communicate meaning to a specific audience and asks focused questions to enhance learning. Organizes material effectively and uses talk to clearly express a specific viewpoint. Detects instances of bias in spoken text. Collaborates verbally: shares viewpoint within a group, seeks verbal feedback during discussions, inquires in order to understand and modifies perspective in light of discussion. Assumes roles and responsibilities when working in groups. Discusses own performance when reflecting on learning.</p>	<p>Uses appropriate vocabulary to communicate meaning to a specific audience. Asks focused questions to enhance learning. Uses talk to express and defend a specific point of view. Organizes material to effectively communicate a spoken message. Focuses talk to address a specific inquiry or problem when working in groups. Detects instances of bias in spoken text. Applies communication and language conventions in conjunction with audience and purpose. Negotiates and constructs meaning through talk. Defends own perspective and/or production processes with evidence. Collaborates verbally and assumes roles and responsibilities when working in groups. Discusses own learning based on personal goals. Offers and uses feedback to encourage and extend personal and group thinking.</p>
Level 3	<p>Incorporates characteristics and needs of target audience in talk exchanges and talk production. Demonstrates increasing familiarity with codes and conventions of spoken text. Uses appropriate language when communicating ideas such as storyboards, layout and fonts. Participates in a variety of spoken activities, such as reports, improvisations, discussions and research for problem solving. Negotiates within a group to interpret or produce texts. Modifies perspective in light of teacher-led discussions. Talks about own performance subjectively.</p>	<p>Employs talk in a variety of situations to suit a range of audiences and purposes. Engages in a variety of spoken activities, such as discussions, plans, sharing research, speeches, improvisations, etc. Demonstrates basic listening strategies when working in groups and conveys meaning through talk. Uses language to support helpful talk exchanges. Negotiates within group to understand or produce text. Responds to written and visual texts, using suitable vocabulary, making limited connections. Identifies and applies codes and conventions of familiar spoken text. Identifies characteristics of target audience and adjusts language accordingly. Uses basic technical language appropriate to context such as literary terms, media production terms or stage directions. Uses rules, codes and conventions of spoken language suitable to the task. Reflects on own use of talk and sets goals when directed.</p>
Level 2	<p>Draws on basic listening strategies in group contexts and conveys meaning through talk with ongoing teacher support. Reacts to others' work by voicing opinions when prompted. Responds using limited vocabulary, making connections on an emotional level and/or basic level. Shares ideas with group, with ongoing encouragement.</p>	<p>Draws on a limited repertoire of strategies to convey meaning in talk exchanges and production. Selects indiscriminately materials related to research topic with a general focus on the chosen topic. Requires teacher's guidance when using basic language conventions suitable to the spoken text. Shares ideas with group when encouraged. Contributes general and superficial information to the research and discussion. Follows group decisions without question. Uses simple or inaccurate vocabulary when communicating ideas. Reacts to others' work by voicing general opinions. Responds using limited vocabulary, making connections on an affective level. Talks about own learning when invited to do so.</p>
Level 1	<p>Participates in spoken production in one-on-one situations, when directly questioned and encouraged. Requires teacher monitoring to stay on topic. Maintains conversation with teacher supervision when working in groups and will state opinions when questioned. Responds briefly to directed, specific, short questions in one-on-one situations.</p>	<p>Participates in spoken production with direct prompting. Prepares and delivers a brief talk to a familiar audience. Proposes unrelated ideas and questions when undertaking research for a personal project. Applies some basic procedures and strategies with prompting when working in groups. Shares ideas when challenged. Completes tasks when monitored. Maintains conversations with teacher's supervision and will offer opinions when prompted. Reflects on own learning when asked direct, specific, short questions.</p>

# Sec. ELA Competency: Reading

	Cycle One	Cycle Two
Level 5	<p>Reflects on how organization of the texts affects impact on readers by analyzing structures, codes and conventions. Responds to text and places it in its literary and sociocultural contexts. Appreciates aesthetic aspects of written, spoken and media texts. Asks questions to understand nuances in texts. Adopts a stance, justifying interpretation while respecting the author's purpose (e.g. considers viewpoints of different characters when reading a novel). Uses conferences to demonstrate personal growth as a reader and to set goals.</p>	<p>Analyzes and extends meaning of written and media texts. Discusses alternate points of view about an issue presented through texts. Examines universal issues and reflects on aspects of the human condition addressed in different genres. Communicates an understanding of how text can serve social and political purposes. Explains bias and propaganda in texts. Synthesizes ideas when researching opposing views related to issues under discussion. Responds with a world-view to texts. Interrelates the elements and techniques of texts to support understanding and interpretation. Analyzes and interprets structures, codes and conventions of unfamiliar texts, and notes the organization of the texts. Uses teacher-student conferences to articulate awareness of self as a reader and to set goals. Reflects on autonomy as a reader.</p>
Level 4	<p>Discusses structures, codes and conventions in familiar texts. Detects inferred messages and explains and clarifies meanings through discussion in class. Recognizes obvious bias in familiar texts. Supports ideas through specific quotations from the text when responding, and expresses meaningful connections between own experiences and text. Uses reliable strategies and the help of peers when working with different text types. Discusses preferences as a reader and is willing to try texts recommended by others.</p>	<p>Interprets meanings embedded in text. Elaborates meaning with textual details. Compares texts and synthesizes related ideas to extend understanding and interpretation. Supports ideas through specific quotations from the text when responding. Expresses meaningful connections between own experience and text. Detects instances of author's bias and stereotyping in texts. Communicates understanding of processes and strategies of own reading development. Considers feedback when setting goals and choosing texts.</p>
Level 3	<p>Recognizes, with increasing familiarity, that the purpose for reading affects the stance (viewpoint) that she/he assumes. Calls upon familiar strategies when working with various genres. Constructs personal interpretations of texts, justifying opinions with reference to text. Explains rationale for choices made when selecting texts to read. Expresses an awareness of self as a reader when participating in teacher-student conferences.</p>	<p>Adjusts own stance (perspective, viewpoint) in getting at meaning when reading a variety of genres. Demonstrates how the purpose for reading affects the stances taken by the reader. Constructs personal interpretations of texts, justifying opinions. Articulates inferred ideas in texts and clarifies meanings through discussion in class by going beyond an initial response and offering an explanation. Makes sense of a text in light of purpose and meaning, and cause and effect. Recognizes obvious bias in familiar texts. Applies and explains reliable strategies for working with different genres. Uses teacher-student conferences and reflections to describe self as reader and to explain rationale for choices made when selecting texts for reading.</p>
Level 2	<p>Demonstrates, with assistance, an awareness of the intended audience for familiar texts. Recognizes, with prompting, evident messages in a variety of texts taught in class. Explains the basic purpose of a text with ongoing teacher support. Uses a strategy for reading different text types, such as literary, media and information texts, with ongoing teacher support. Participates in teacher-student conferences when required. Describes reading preferences on a superficial level when prompted.</p>	<p>Understands written and media texts at a literal level. Chooses texts based on visual images, size of font, preferred author or subject matter. Locates supporting information in text with prompting (e.g. will refer to a table, graph, headline, etc., that elaborate on the text when directed). Draws obvious connections from the text to self or to other texts. Recognizes basic differences among genres by comparing and contrasting. Articulates the basic purpose for the creation of a text when prompted. Participates in teacher-student conferences when invited to discuss learning or reading profile.</p>
Level 1	<p>Identifies obvious features, codes and conventions of familiar texts with one-on-one support. Recalls facts from familiar information-based texts. Demonstrates by retelling a general understanding of text with one-on-one support. Makes superficial connections between one text and another with one-on-one support from the teacher. Selects texts for tasks with teacher assistance.</p>	<p>Retells the events sequentially when asked. Demonstrates a general understanding of text when questioned. Identifies obvious codes and literary conventions of familiar texts. Makes simple or literal connections to personal experiences when responding to texts. Focuses on unimportant or secondary events in a text. Makes superficial comparisons between one text and another with teacher prompting. Selects reading materials with assistance. Discusses reading habits, focusing on preferences when questioned.</p>

# Sec. ELA Competency: Writing/Production

	Cycle One	Cycle Two
Level 5	Analyzes characteristics of targeted audience and tailors codes and conventions to purpose and audience, (e.g.,uses specific vocabulary to enhance impact).Generates new questions while researching. Considers the reliability of sources for information used in research. Enhances organization and coherence of texts through use of transitional devices (conjunctions, etc.). Analyzes and critiques own work independently. Justifies decisions made during the revision process. Critiques own writing and sets goals for improvement in explicit terms.	Analyzes characteristics of target audience and tailors elements and affordances of written texts, media texts, multimodal and multigenre texts to fit the purpose. Demonstrates a meticulous use of language conventions and techniques of both media texts and written texts consistent with purpose and audience. Enhances organization and coherence of texts through use of transitional devices. Evaluates the reliability of sources of information used in research. Offers for discussion questions arising from research. Provides and applies supportive feedback for written and media productions. Critiques own productions and justifies production decisions. Sets clearly stated, attainable goals for improving productions.
Level 4	Recognizes and utilizes codes and conventions of different text types when writing for different audiences. Demonstrates and justifies own viewpoint while considering those of others. Consults a variety of appropriate sources to support the writing process and the revision of ideas and texts. Collaborates at all stages of the writing process. Incorporates helpful feedback when revising. Discusses own development as a writer.	Uses specific characteristics of target audience, such as age, interests and knowledge to craft a production. Uses suitable codes and conventions of form for different written and media texts that clearly meet the intended purpose. Compares and discusses for production decisions the impact of various forms of texts that cover the same subject. Respects language conventions and media conventions to develop a quality production. Consults a variety of appropriate sources to support production process and revision. Revises productions to better communicate message and offers supportive feedback to peers for purposes of revision. Evaluates own work with reference to criteria stipulated, such as the use of rubrics. Explains own use of strategies when producing written and media texts.
Level 3	Writes with increasing ease for a specific audience, to express feelings and opinions, to inform, to influence or to entertain. Employs basic conventions, i.e. grammar, paragraphing, punctuation, spelling, to construct text. Creates a workable plan (storyboards, graphic organizers or webs.) Shares writing for peer feedback and uses feedback to improve writing. Explains choices made in revision process and approaches conferences with increasing confidence.	Identifies target audience and purpose, and frames messages to meet the needs of the target audience. Makes decisions appropriate to the writing and/or media production. Uses elements of the production process as required by the context. Writes for a specific audience to inform or to express feelings and opinions. Conveys meaning of a text by means of a media and/or written production such as a slide show, poster, print ad, etc. Demonstrates through revision evidence of research, collaboration and application of feedback suggestions. Employs basic genre requirements and language conventions and codes and conventions for media production. Assumes roles and collaborates with peers to produce media and written texts. Shares productions for peer feedback. Evaluates own production and explains choices made in revision process. Approaches student-teacher conferences with general goals in mind.
Level 2	Takes a discernible point of view for a specific audience, with ongoing teacher support. Uses feedback to correct basic mechanical errors and revises texts under peer's/teacher's guidance. Engages in a writing process with peer/teacher encouragement. Conveys meaning in spite of problems with structure and/or organization. Reflects on basic accomplishments and/or self-evaluates own performance subjectively.	Engages in a writing process with support, using a limited repertoire of strategies. Adopts a point of view for a specific audience when prompted. Follows a research process with support from peers and teacher. Works with some elements of writing and/or media in a production. Employs basic conventions of form for written and media productions attending to purpose and/or target audience. Conveys meaning in spite of problems with structure and/or organization. Uses language conventions in an inconsistent manner. Attempts revisions of own production, when directed, using feedback to correct basic mechanical errors. Explains opinions, with prompting, about media and written texts studied in class. Talks about the production of own written and media texts when prompted with directed questions.
Level 1	Writes basic text, with one-on-one support, for a familiar audience. When working with a new genre, attempts to follow a model with sustained support. Requires prompting when choosing topic for writing. Follows teacher feedback to a limited extent with respect to basic mechanical errors. Expresses unsubstantiated opinions about peers' or own writing when prompted.	Requires direct one-on-one support when working with rudimentary elements of writing or media productions. Applies basic processes and strategies, with assistance, when producing texts for a familiar audience. Attempts to follow a model, with sustained support, when working with a new genre. Plans written and media productions in a step-by-step fashion when assisted. Presents initial draft of text or media production as final product. Follows teacher's feedback to a limited extent with respect to basic mechanical errors. Expresses unsupported opinions about own or peers' written or media productions.

# Sec. ELA Competency: Media

	Cycle One	Cycle Two
Level 5	Tailors productions for targeted audience. Selects codes and conventions for own productions to enhance impact. Articulates decisions about texts produced. Analyzes/critiques representation of others in productions, noting exclusions or stereotypes (references to age, gender, race, and/or religion). Initiates discussions within group to interpret or produce texts. Develops valid and reliable criteria to judge own production process and that of others. Critiques own productions and justifies production decisions.	<p><i>Please note that the Media competency is embedded in the other 3 competencies in the secondary cycle II ELA program.</i></p>
Level 4	Uses appropriate codes and conventions to produce text that clearly meets the intended purpose and audience. Uses a variety of strategies for a planned effect. Compares and contrasts various forms of texts that cover the same topic (e.g. newspapers, radio, television, Internet) and discusses the impact of the different forms on the intended audience or on her/himself. Grounds criticisms of productions in specific concrete terms. Uses feedback to confirm and/or revise own productions to better communicate message, and offers supportive feedback to peers for purposes of revision.	
Level 3	Completes a plan to produce a text (e.g. storyboard). Determines, with increasing familiarity, targeted audience and purpose, and frames messages to meet intended audience. Constructs interpretation of text through media production. Accepts assigned roles and collaborates with peers to produce media texts. Talks about own productions subjectively.	
Level 2	Considers purpose and/or target audience when reading and developing rudimentary media texts. Locates examples of basic codes and conventions (such as speech bubbles in comic strips) when exploring texts in class. Explains opinions, with ongoing teacher support, about media texts studied in class. Follows a production process with support from peers and teachers. Talks about personal preferences, with ongoing teacher support, when discussing productions. Attempts revisions of own production when directed.	
Level 1	Plans media productions when assisted in a step-by-step fashion. Produces simple media text when assisted with sustained one-on-one support. Presents initial draft of media production as final product. Discusses media texts when provided with sustained support. Discusses productions in narrow terms. Requires direction from teacher or peers in collaborative work situations.	